



### **What will the school do to help my child?**

St. Pauls Primary School & Nursery follow the Special Educational Needs & Disabilities (SEND) Code of Practice: 0-25 (2015).

A copy can be found at [www.gov.uk](http://www.gov.uk)

The Code outlines the 'Graduated Approach.' This follows a cycle of 'Plan, do, review.'

In school we:

- Monitor children's progress.
- Hold meetings with parents to discuss progress.
- Listen to parents concerns and worries.
- Plan intervention and targets where appropriate and tailor support for individuals.
- Review progress and the impact of support.
- Then continue the cycle and plan for the next round of support.

### **How does the school monitor my child's progress and learning?**

- Each lesson is carefully planned, to meet the needs and abilities of each child
- Daily / weekly evaluation of lessons informs future planning
- The staff regularly assess the children and constantly check their progress, so that any concerns are identified quickly
- Children are made aware of their own targets and next steps for learning
- Staff are always happy to discuss progress with you, but it will be shared more formally at Parent Evenings and in the end of year school report.
- Detailed records of progress are kept for each child
- The class teacher will meet termly with the Head teacher to discuss progress
- The Additional Needs Team meet termly to organise identified support

### **What will the school do if they have any concerns about my child?**

- The teacher will talk to you to let you know they have a concern and ask you for your opinion, so that we can work together to help your child.
- The teacher may speak with the SENCo for advice
- You will have regular meetings to discuss your child's progress and achievements and we will be available to provide you with support and advice

### **Who supports children with SEND at St Paul's?**

The Class Teachers will

- Plan work and homework to meet needs of pupils and engage them in learning
- Assess work and the progress of every child

- Plan additional help and record it on an Individual Education Plan (IEP)
- Discuss support with other classroom staff and the SENCo
- Set targets for pupils and share them with parents and pupils
- Encourage independence and achievement of every pupil
- Celebrate individuality and difference
- Make all staff aware of the needs within their class
- Ensure that the SEND policy is followed

The SENCo will

- Organise support for all pupils with SEND
- Develop the SEND policy
- Work closely with other agencies who support our pupils
- Update the SEND register
- Support and advise staff and parents
- Organise staff training
- Work closely with the Additional Needs Team
- Work with children directly
- Monitor progress and achievement of SEND pupils and impact of interventions
- Support pupils moving to another school

The Additional Needs Team (SENCo, Pupil Premium Lead, Assessment Lead, Additional Needs Lead) will

- Meet termly to assess progress made by pupils
- Plan support and interventions needed to suit changing needs

The Teaching Assistants will

- Share the planning of activities and setting targets with the teacher
- Work with individual pupils or small groups of children
- Feedback about pupil progress to the class teacher
- Support pupils, within their field of expertise, from relevant training
- Update parents and carers, where appropriate
- Run intervention groups to meet individual needs of children
- Contribute to the positive working atmosphere of the classroom

The Head teacher will

- Manage the day to day running of the school, including the support for children with SEND
- Ensure that all children's needs are met
- Update the governing body on SEND issues, including pupil progress
- Manage and lead the school's staff
- Ensure that school policies and guidelines are followed throughout school
- Organise the celebration of children's achievements and progress

The SEND Governor will

- Will meet with the SENCo and the Head teacher regularly
- Ensure that the school's SEND policy is up to date
- Monitor what the school provides for pupils with SEND and that it meets their needs
- Report to the governing body of the school

### **What additional training have the staff at St Paul's had?**

All of the staff at St Paul's regularly update their knowledge and understanding of teaching within the National Curriculum. In addition to this, staff have had a variety of training...

- Epi-pen
- Medical training for children who have seizures
- Early Years support where relevant
- British Sign Language
- Basic Makaton
- Elklan Speech and Language
- Paediatric First Aid
- Dyslexia
- Learning and Behaviour Mentor training
- Supporting Vulnerable Learners
- Safeguarding/ Child Protection and Safer Recruitment training
- Swimming Coaching
- Team-Teach
- 'Every Child A Talker' Speech and Language
- Bereavement support
- Playground Rangers and Positive Play
- HLTA (Higher Level Teaching Assistant)
- Autism Tier 1

Staff share the training with each other during staff meetings and training days.

### **How will the school help my child?**

Your child will have all of their activities planned according to their needs and abilities, within daily lessons. In addition they may also benefit from...

- High adult to pupil ratio
- Individual targets for pupils with SEND
- Carefully structured phonics programme throughout school
- Flexible groupings
- Small group work
- Small group teaching areas
- Speech and Language activities
- Actions or Makaton signing, used alongside verbal instructions (particularly in Early Years)
- Targeted interventions
- Wide range of visual and multi-sensory resources
- Additional time in tests/ writing support, when needed
- Highly trained staff
- Learning Mentors and Behaviour Mentors

- A wide range of rewards to encourage your child, develop self esteem and celebrate achievement
- Nurture groups
- Self Esteem groups
- Anger management support groups

### **What facilities does the school have for children with disabilities?**

All equipment and activities are made accessible to all pupils to ensure independence, regardless of need

- Wide corridors and clear walk ways
- Portable ramps
- Toilet and shower facilities with disabled access
- Height adjustable changing facilities
- Height adjustable support chairs
- Interactive whiteboards in every classroom
- Regular access to portable ICT devices-i-pads, laptops, net books

### **What happens as my child moves up through school?**

Starting school

- Parent and child visits to the school are set up before the child begins
- School information packs and brochure given to you
- Open mornings, to provide you with information and to meet the staff
- Staggered entry to the Early Years classes, to ensure that each child settles well
- Home visits may be set up
- Plenty of opportunities for you to discuss any concerns and share information about your child

### **New to the school**

- Parent and child visits to the school are set up before the child begins
- School information packs and brochure given to you
- Records will be passed on from your previous school, to ensure a smooth transition. Our staff may also contact the other school to talk through any particular needs
- Child may be assigned a 'buddy' to support them in the first few days
- Class book of information shared

### **From Class to Class**

- Children will spend time with their new class and teacher
- A child's new teacher will meet with the previous teacher to share information about each child. We encourage parents to join in with the information sharing
- The SENCo will pass on all relevant information to the teachers and teaching assistants
- Records, information and targets will be shared and passed on to the next teacher
- There will be ongoing discussions about individual children as matters arise throughout the year- all the staff work as a team
- Current and new teacher may both be involved in Annual Reviews of Education, Health and Care plans

## **Going to secondary school**

- Visits arranged for children to go to new school
- Staff from the secondary schools will visit the children here
- Extra visits may be arranged for SEND children, if appropriate
- All records will be passed on to the new school
- SENCo will share all relevant information with the secondary school SENCo
- Parents will be offered an information session

## **How will my child be included in out of school activities?**

Our school is fully inclusive. All children are welcomed and encouraged to participate in all of our after school clubs, school trips and events.

- We will discuss specific needs with you, to ensure that your child can participate as fully as possible.
- Appropriate levels of staffing will be provided
- Specialist equipment will be used, if necessary
- All midday supervisors, club organisers and trip personnel will be informed of relevant information about your child
- If your child has a one-to-one support adult, for medical or personal needs, that adult (or another in their place) will accompany them on any trips